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| **Grade Band :** 11-12 (English 11) | **Unit Name:** Introduction to the American Dream | **Time Frame:** 1-2 Weeks (Intro), On-going (End of Quarter for Novel) |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What is the definition of “the American Dream” and how can it be different for all people? | | |
| **Overview Statement:** The majority of the texts in the English 11 curriculum can be linked to the concept of “The American Dream.” In this unit, students will explore the definition of this dream through the eyes of different people. At the end of the unit, they will identify their own definition of the American Dream and obstacles that need to be overcome to achieve this dream. | | **Focus Standards:**  R.L. 11-12. 2; R.I. 11-12. 2, 7; W.S. 11-12. 10 |
| **Student Objectives** | Students will…   * explore the definition of the American Dream through different cultures. * reflect on the different factors that impact this dream. * identify their own definition of the American Dream. * read a selected novel that focuses on “overcoming obstacles” and complete activities for the end of the quarter. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Excerpts from *The House on Mango Street* by Sandra Cisneros * Various songs/lyrics that focus on the American Dream (“Glory Days,” Gangster’s Paradise,” “Coming to America”) * Video Clips on the American Dream ([www.realamericanstories.com](http://www.realamericanstories.com)) * “What Happens to the American Dream in a Recession?” by Katharine Q. Seelye (article) * Other articles about immigration (current to year) * Independent Novel (1st Quarter List) | |
| **Activities and Assessments (\*Required for all)** | * Read selected excerpts from *The House on Mango Street* and discuss Esperanza’s American Dream (immigration focus) * Listen to the songs and read the lyrics (see Suggested Works), watch video clips; discuss the different “dreams” for each of these songs (immigration, “high school dream,” poverty) * Read non-fiction articles about the current economy and discuss the current idea of the American Dream * Interview a trusted adult about their American Dream and how it has/hasn’t changed * Write a reflective essay about their response to these activities and how it shaped their own American Dream * Read selected Independent Novel and complete activities (quiz, written responses, creative project) | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: vignette, theme | |

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| **Grade Band :** 11-12 (English 11) | **Unit Name:** Facing Injustice | **Time Frame:** 2-3 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How do different people deal with injustice? | | |
| **Overview Statement:** Students will be spending several days with the “Career Consultant” to update their Career Passports. They will also write their Career Essay, which is a part of the curriculum. | | **Focus Standards:**  W.S. 11-12. 2, 4, 5, 6 |
| **Student Objectives** | Students will…   * update their resume on oh.kuder.com. * research their field of interest. * write an essay that outlines their interest and how they will achieve acceptance in to this career. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Students will receive written directions for their Career Passport work and their Career Essay * Students might need to research their career to find information for their essay | |
| **Activities and Assessments (\*Required for all)** | * Update Resume in Career Passport (started in 10th grade) \*\* * Take all assessments in Career Passport (directions from Career Consultant) \*\* * Write Career Essay, which outlines their career choice, challenges, and how to achieve their goal. \*\* * Upload corrected/fixed Career Essay to Career Passport. \*\* | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: career, resume, Kuder | |

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| **Grade Band :** 11-12 (English 11) | **Unit Name:** *The Crucible* | **Time Frame:** 4-5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What can lead people to follow an irrational cause? What causes mass hysteria? | | |
| **Overview Statement:** *The Crucible* is a text by Arthur Miller that follows the Salem Witch Trials of 1692. | | **Focus Standards:**  R.L. 11-12. 2, 7; R.I. 11-12. 1, 7; W.S. 11-12. 1, 3, 7; S.L. 11-12. 1 |
| **Student Objectives** | Students will…   * understand Arthur Miller’s reason for writing *The Crucible* and apply this knowledge while reading the play. * research Puritan life during the time of the Salem Witch Trials and apply this knowledge to the actions and motivations of the characters. * read and comprehend the play, while asking questions and discussing the motivations of each character. * compare and contrast the film version of *The Crucible* with the play, including their own opinion. * analyze John Proctor’s decision at the end of the play and evaluate whether or not this was the “right” decision, with support from the text. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * *The Crucible* (the actual text and/or the audio version) * “Salem Witch Trials – the World Behind the Hysteria” (online source) * Research historical information (Arthur Miller, McCarthy Trials, Salem Witch Trials, Puritanism) * “Salem Witch Trials” by Brett Loiselle (historical information) * “Witch hunting in Salem” by David D. Hall (historical information) | |
| **Activities and Assessments (\*Required for all)** | * Begin with Background Information (McCarthy Trials, Arthur Miller, Salem Witch Trials, and Puritanism -- crucial to understanding) \*\*   + WebQuest, student-led research, articles (see Suggested Works) * Read the play as a class with parts and/or listen with audio version \*\* * In-class activities: study guides, character journals/diaries * Post-reading activities: Re-write the ending, movie comparison, character analysis of John Proctor * Assessments: Quizzes to check for understanding (possibly broken down by acts), Unit Test at the end of unit, informal checks while reading - discussion | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: symbolism, foreshadowing, aside | |

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| **Grade Band :** 11-12 (English 11) | **Unit Name:** Facing Injustice | **Time Frame:** 2-3 Weeks, On-going to end of quarter (novels) |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How do different people deal with injustice? What is appropriate? What can be the consequences of participating in examples of injustice? | | |
| **Overview Statement:** This unit focuses on issues of injustice, through novels and essays. | | **Focus Standards:**  R.L. 11-12. 1, 2; W.S. 11-12. 4, 5, 7, 8, 10 |
| **Student Objectives** | Students will…   * research current social issues and express their opinion on an issue of interest. * analyze the arguments of other authors and apply to their own writing. * read a fictional novel that includes an example of injustice and complete accompanying activities. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Independent Novels (2nd Quarter List) * From “Resistance to Civil Government” by Thoreau * From “On Nonviolent Resistance” by Ghandi * From “Letter from Birmingham City Jail” by MLK Jr. | |
| **Activities and Assessments (\*Required for all)** | * Read a selected Independent Novel throughout the quarter, completing activities (written responses, quizzes) * Read pieces of non-fiction from the textbook (see Suggested Works) and analyze their argument and approach (the textbook has sample questions/discussion) * Write “Essay with an Attitude,” which involves selecting a current social issue, researching, and possibly making a personal connection (not required). | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: persuasion | |

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| **Grade Band :** 11-12 (English 11) | **Unit Name:** Romanticism | **Time Frame:** 2-3 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What are the characteristics of the Romantic Period and its writers? | | |
| **Overview Statement:** This unit focuses on the Romantic Period, including the Romantic hero, fireside poets, and the Dark Romantics. | | **Focus Standards:**  R.L. 11-12. 1, 2, 4 |
| **Student Objectives** | Students will…   * understand the characteristics and history of the Romantic Period. * identify these characteristics in a story or poem from this time period. * identify a Romantic hero and their role in a selected story. * read a short story and answer questions for comprehension and inference. | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * “Introduction to the Literary Period: American Romanticism” by Gary Q. Arpin (textbook) * Various poems and short stories from textbook (Irving, Hawthorne, Longfellow, Poe, Emerson, Thoreau, Bryant) | |
| **Activities and Assessments (\*Required for all)** | * Read and/or research the information required to understand the Romantic Period (use textbook, create PowerPoint, worksheet, etc) * Read selected short stories, discussing the connection between each story and the Romantic Period (questions available in textbook). * Read selected poetry, discussing the connection between each story and the Romantic Period (questions available in textbook). * Students create their own “Romantic Hero” that follow the characteristics outlined in this period. * Assessments: Quiz over Romantic characteristics, vocabulary, informal based on discussion, graded questions following stories/poetry | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: archetype, symbol, mood, irony, theme | |